

# THE WESTGATE SCHOOL

Hampshire's First 4-16 'All Through' School

*"The Westgate School is a community of learners where partnerships inspire success for all:  
learning together – achieving excellence"*

**Headteacher: Mrs F A Dean, MA (Ed)**

Initial Policy date	February 2006	Next scheduled review	March 2025
Governor approved	March 2024	Key person/people	HT/ DHT
Model Policy		Model localised	Yes
Pupil leadership team review	Yes	Rotherly Day Nursery variations in policy	N/A

## **TEACHING AND LEARNING: The journey all-through**

### **Principles:**

Teaching and Learning is our core purpose: we strive to help each pupil achieve their personal best, unlock their potential and achieve excellence and to do this within a supportive, inspiring and safe environment. At The Westgate, we believe in Quality Inclusive Teaching which is achieved when adults enable pupils to:

- Work in partnership with each other (and other adults);
- Enjoy their learning and feel included: they value the process of learning;
- Be interested, motivated and engaged;
- Experience well planned activities;
- Clearly understand the learning objectives, content and expectations for learning;
- Be confident, feel secure and are never afraid to make mistakes;
- Be challenged and stimulated;
- Understand the learning process and are increasingly able to be self-directed learners;
- Be encouraged to extend their learning beyond the classroom;
- Where appropriate, know their level of performance, understand the assessment criteria and know how to improve as a result of effective dialogue with adults and peers;
- Have access to consistently high quality inclusive teaching across the curriculum;
- Be able to be independent learners, taking responsibility for their own learning;
- Apply a growth mindset to all learning opportunities;
- Be supported in catching up if they have gaps in knowledge;
- Commit knowledge to long term memory.

We believe Quality Inclusive Teaching is achieved in practice when:

- Misunderstandings and mistakes are used as rich opportunities for learning;
- Pupils are challenged with work appropriate to their age and stage;
- Lessons are well planned and resourced, engaging all pupils in partnership with adults and each other;
- Assessment for Learning is integral to the lesson, including learning over time;
- Teachers demonstrate energy and enthusiasm, with good subject knowledge and a love of learning;
- Learning objectives are shared and discussed with the class (what, how and why);

- Learning is made visible by enabling pupils to focus on the how of learning (metacognition) and the sharing of success criteria and appropriately challenging models;
- Pupils' working memories are not overloaded, and they are supported in committing knowledge to long term memory;
- Lesson sequencing is carefully considered to reflect the curriculum intent and overall sequence of the medium and long term plans agreed by the department. Curriculum sequencing builds on prior knowledge to develop a pupil's scheme in any given topic;
- Teaching strategies are skilfully deployed and reflect the School's core pedagogy;
- Reflection points are used effectively, involve the pupils and consolidate learning of the lesson as well as provoke further thoughts;
- Opportunities for cross-curricular links are maximised;
- Teachers plan for correction, and anticipate misconceptions and greater depth;
- Pupils are supported to improve their work through effective dialogue, including regular and helpful marking and focussed practice;
- Teachers use information from questioning and intentional monitoring in the lesson to make real time adjustments to teaching to maximise learning opportunities;
- Pupils are effectively supported in catching up from work missed due to absence;
- Teachers use knowledge of pupils as individuals, alongside information relating to past performance, to inform learning activities;
- Teachers record information about pupils' progress and work in partnership with parents to achieve positive outcomes;
- ICT is used to enhance and enrich the quality of teaching and learning, as appropriate;
- Pupils are motivated to demonstrate a good disposition for learning as a result of good relationships and a consistent behaviour for learning framework;
- Pupil progress is tracked and reviewed regularly by teachers and leaders alike;
- Assessment is used to inform planning and ensure rapid and sustained progress;
- Teachers have high expectations of all learners: pupils are encouraged to think about their ideas to verbalise their thinking and ask questions;
- A growth mindset is fostered and embedded into every learning experience;
- The learning environment is well organised and stimulating, meeting the needs of all learners;
- Classroom dialogue is constructive and strategies are used in a skilful and consistent way to promote learning (metacognition) through talk;
- Pupils are grouped in a flexible way in each classroom to allow masterclasses to support and challenge at an appropriate level;
- Teachers use a range of strategies to promote and support disciplinary literacy so that pupils can communicate effectively in spoken and written form;
- Teachers are committed to professional development and working with others;
- Pupils with additional needs are supported with adjustments to access the learning.

To facilitate consistency of practice in our core pedagogy, teachers reference the 'Model It' approach when planning learning. Colleagues are expected to align their practice with the School's core pedagogy as well as encouraged to develop consistent, subject specific pedagogy within their teams – for example, around the ways in which literacy for learning is taught in the context of the subject or, health and safety in Science and Technology.

Teachers understand how pupils learn (the Science of Learning) and plan learning activities which support the limitations of the working memory and the committing of knowledge to long-term memory.